



# SCHOOL POLICIES IMPLEMENTATION ON ACADEMIC ENGAGEMENT OF HIGH SCHOOL STUDENTS

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## ABSTRACT

This study investigates the impact of school policy implementation and the level of academic involvement in high school students. This research focused on the relationship between institutional standards and student results by analyzing students' viewpoints on policy implementation and their levels of academic engagement, which are important factors for achievement and motivation. By employing questionnaires and doing detailed descriptive and correlation analysis, a comprehensive dataset was collected and thoroughly examined. The findings provide vital insights into the effectiveness of policy implementation and its significant impact on student involvement in the academic domain. This study has important implications for policymakers and educators who want to improve educational methods and provide supportive learning environments that promote the overall development of high school students. This research enhances the ongoing discussion on improving educational practices and promoting a culture of academic excellence in high schools by connecting policy implementation and student participation.

*Keywords: School Policies, Academic Engagement, Policy Implementation, Student perceptions, Policy effectiveness, Policymakers, High school students*

## INTRODUCTION

In education, policy implementation plays an important role in shaping academic engagement and success of high school students. This research aims to study the complex relationship between school policy implementation and academic engagement in high school students

An analysis of existing literature, empirical data, and firsthand observations, this study will analyze the various dimensions of school policies and their implications for student engagement, shedding light on the factors that influence policy implementation and student outcomes, this research examines and contributes to the

ongoing discourse on effective educational practices and student success.

This study aspires not only to deepen our understanding of the impact of school policies on academic engagement but also to offer practical recommendations for educators, policymakers, and stakeholders to enhance the educational experience and academic achievement of high school students.

## OBJECTIVES OF THE STUDY

This study was to determine the relationship between school policy implementation and academic engagement of high school students, this study aimed to:

1. Determine the level of the School policy implementation in the following factors:

- a. Clarity of Policies;
- b. Support for Policy Compliance; and
- c. Impact on Student Engagement.

2. Assess academic achievement be described in terms of the following aspects:

- a. Cognitive;
- b. Affective; and
- c. Social

3. Correlate the relationship between school policies and the academic engagement of high school students.

This research study employs descriptive statistics to analyze the data collected from the standardized questionnaire. Descriptive statistics will be calculated, including means, standard deviations, frequencies, and percentages, to provide a comprehensive summary of the respondents regarding school policy implementation and academic engagement.

## RESULTS

*Table 1. Level of school policy implementation in terms of clarity if policies*

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
School policies help create a structured learning environment.	4.24	Strongly Agree	Highly Implemented
School policies align with the values and goals of the school community.	4.20	Agree	Moderately Implemented
I understand the expectations set by school policies.	3.98	Agree	Moderately Implemented
The rationale behind policies is clearly explained.	3.93	Agree	Moderately Implemented
I know where to find information about school policies when needed.	3.88	Agree	Moderately Implemented
Policies are consistently applied across all school activities.	3.83	Agree	Moderately Implemented
School policies are clearly communicate d to all stakeholders	3.81	Agree	Moderately Implemented
The language used in policies is easy to comprehend	3.75	Agree	Moderately Implemented
I feel informed about changes	3.68	Agree	Moderately Implemented

## MATERIALS AND METHODS

### A. Respondents

The respondents in this study consisted of 80 high school students from grades 7 to 10 at Pilar High School, Kisolon, Sumilao, Bukidnon during the school year 2023-2024. They were specifically selected through stratified random sampling to ensure representation across different grade levels.

### B. Research Design

The researcher used a standardized survey questionnaire to collect information about school policy implementation and student academic engagement. The questionnaires contained study-related questions, and respondents answered them sequentially.

### C. Instrument

This research study utilized a standardized questionnaire that was subjected to content validity, and reliability and was pilot-tested with 30 high school students. With a Chronbach alpha coefficient [ $\alpha$ ] of 0.883. Each item of the questionnaire utilized a five-point Likert scale, ranging from “strongly agree” to “strongly disagree”( Ramsden, J., et.al., 2014).

### D. Statistical Analysis

in school policies. Policies are updated regularly to reflect current needs.	3.59	Agree	Moderately Implemented
AVERAGE MEAN	3.89	Agree	Moderately Implemented

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Strongly Agree (SA)	Highly Implemented
4	3.41-4.20	Agree (A)	Moderately Implemented
3	2.61-3.40	Neutral (N)	Partially Implemented
2	1.81-2.60	Disagree (D)	Minimally Implemented
1	1.00-1.80	Strongly Disagree (SD)	Not Implemented

The data shows that policies are perceived positively, but there are areas for improvement. The indicators related to creating a structured learning environment, with a mean score of 4.24, received high-level ratings in policy clarity, indicating effective implementation in these areas. Updating policies regularly to reflect current needs has a mean score of 3.59, which suggests a need for enhancing communication and transparency in policy implementation. The clarity of policy, with an average mean of 3.89, demonstrates moderately implemented policies, which describe that the impact of school policies on academic engagement is essential.

According to the study of Moyo and Rudhumbu (2022), Policy clarity is crucial for the successful implementation of cooperative learning. The study's findings align with the data suggesting that policies are perceived positively, but there are areas for improvement in policy implementation. Schools must consider how their school policy will be adapted, shared, understood, enacted, used, and reviewed. Too often, school policies are published and forgotten. School leaders need to take an active role in ensuring this does not happen, policies should be implemented intentionally, authentically, and with fidelity (Allen et. al., 2021)

Table 2. Level of school policy implementation in terms of support for policy compliance

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
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I believe that policy compliance is valued and recognized within the school community.	4.29	Strongly Agree	Highly Implemented
Feedback on policy compliance is constructive and helpful.	3.95	Agree	Moderately Implemented
I receive guidance on how to adhere to school policies effectively.	3.91	Agree	Moderately Implemented
Peer support plays a role in promoting adherence to school policies.	3.91	Agree	Moderately Implemented
Staff members demonstrate a commitment to upholding school policies.	3.81	Agree	Moderately Implemented
I feel encouraged to follow school policies by the school administration.	3.79	Agree	Moderately Implemented
There are resources available to help me comply with school policies.	3.78	Agree	Moderately Implemented
There is adequate support provided to ensure compliance with school policies.	3.75	Agree	Moderately Implemented
Training sessions are conducted to enhance	3.74	Agree	Moderately Implemented

understanding of school policies.

The consequence of non-compliance with policies are clearly communicated. 3.65 Agree Moderately Implemented

MEAN AVERAGE 3.86 Agree Moderately Implemented

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Strongly Agree (SA)	Highly Implemented
4	3.41-4.20	Agree (A)	Moderately Implemented
3	2.61-3.40	Neutral (N)	Partially Implemented
2	1.81-2.60	Disagree (D)	Minimally Implemented
1	1.00-1.80	Strongly Disagree (SD)	Not Implemented

The results show that policy compliance is highly implemented in the school community, with a mean score of 4.29 and a "strongly agree" descriptive rating. This strongly suggests that the school culture promotes compliance with school policies. Aspects such as the consequences of non-compliance with the policies are communicated with a mean score of 3.65; regardless, it has the lowest rate among the support policy compliance but received moderately positive ratings. The mean average of 3.86 for policy compliance support implies that the overall environment is conducive to policy implementation, but there is also room for improvement in the support mechanisms and resources available to facilitate effective policy compliance among stakeholders.

The study highlights the importance of critical literacy practices in reconstructing and redesigning policy texts to create more equitable and humane conditions in schools (Crawford-Garrett, Pérez, & Short, 2017), which aligns with the results suggesting that the school culture promotes compliance with school policies. Stakeholder in school policy compliance plays an important role as one of the support systems of the school, many policymakers

have shifted toward participatory policy development where stakeholders work together to develop policy goals and strategies appropriate for their community (Digital, S., n.d.).

*Table 3. Level of school policy implementation in terms of Impact on Student Engagement*

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
School policies enhance my sense of responsibility towards my education	4.25	Strongly Agree	Highly Implemented
I believe that following school policies contributes to a positive learning environment	4.20	Agree	Moderately Implemented
School policies provide clear guidelines for student behavior	4.15	Agree	Moderately Implemented
School policies motivate me to actively participate in school activities	4.04	Agree	Moderately Implemented
I feel supported by school policies to engage in learning	4.00	Agree	Moderately Implemented
School policies actively involve students in the decision-making process	3.89	Agree	Moderately Implemented
Policies positively influence my overall engagement in school	3.86	Agree	Moderately Implemented

I feel that school policies are transparent and easily understandable	3.83	Agree	Moderately Implemented
I perceive school policies as fair and just in their application	3.70	Agree	Moderately Implemented
School policies are consistently enforced and applied equitably to all students	3.64	Agree	Moderately Implemented
<b>AVERAGE MEAN</b>	<b>3.96</b>	<b>Agree</b>	<b>Moderately Implemented</b>

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Strongly Agree (SA)	Highly Implemented
4	3.41-4.20	Agree (A)	Moderately Implemented
3	2.61-3.40	Neutral (N)	Partially Implemented
2	1.81-2.60	Disagree (D)	Minimally Implemented
1	1.00-1.80	Strongly Disagree (SD)	Not Implemented

The result indicates that "school policies enhance my sense of responsibility towards my education" obtained a mean score of 4.25 with a descriptive rating of "strongly agree." These findings imply that this indicator was highly implemented. This means that when school policies develop, they promote students' sense of responsibility, create a good learning environment, and increase student engagement. "School policies are consistently enforced and applied equitably to all students." These measures have a mean score of 3.64 with a descriptive rating of "agree," indicating that they were moderately implemented. The mean average of 3.96 indicates a moderate level of school policy implementation.

According to E. Usoh, et al (2021), The study highlights the importance of school policies in enhancing students' sense of responsibility and creating a good learning environment, this study aligns with the results suggesting

that school policies enhance students' sense of responsibility toward their education. The result was supported by the study of Kontak, J., et al (2022) which highlights the importance of school policies in promoting students' sense of responsibility and creating a healthy school environment.

*Table 4. Level of student academic engagement in terms of cognitive*

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
I set academic goals and work towards achieving them.	4.33	Strongly Agree	Highly Implemented
I enjoy exploring new ideas and concepts in my studies.	4.30	Strongly Agree	Highly Implemented
I feel motivated to excel academically.	4.18	Agree	Moderately Implemented
I can apply what I have learned to solve problems.	3.90	Agree	Moderately Implemented
I feel confident in my ability to learn new subjects.	3.89	Agree	Moderately Implemented
I seek out additional resources to enhance my understanding.	3.86	Agree	Moderately Implemented
I understand the concepts taught in my classes.	3.85	Agree	Moderately Implemented
I feel challenged to think critically in my coursework.	3.79	Agree	Moderately Implemented
I actively engage in discussions and class activities.			

I can retain and recall information effectively.	3.48	Agree	Moderately Implemented
AVERAGE MEAN	3.95	Agree	Moderately Implemented

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Strongly Agree (SA)	Highly Engaged
4	3.41-4.20	Agree (A)	Moderately Engaged
3	2.61-3.40	Neutral (N)	Partially Engaged
2	1.81-2.60	Disagree (D)	Minimally Engaged
1	1.00-1.80	Strongly Disagree (SD)	Not Engaged

The result of the study shows that students have a high level of cognitive engagement. Setting academic goals and working towards achieving them (*Website, n.d.*) is an indicator with a mean score of 4.33, which demonstrates a descriptive rating of "strongly agree." It strongly suggests that students are highly motivated and invested in academic engagement. Indicators such as effectively remembering and recalling knowledge have a mean score of 3.48 with a descriptive rating of "agree." suggests that students are forced to think critically in coursework and receive comparatively lower, though still generally good, ratings. This means that there may be a chance to improve students' cognitive engagement by delivering more rigorous and challenging learning experiences that stimulate critical thinking and knowledge retention. With an overall mean score of 3.95 in terms of students' cognitive engagement, the school should consider developing tactics that promote goal-setting, encourage the investigation of new concepts, and create opportunities to apply information.

The result of academic achievement in terms of cognitive level aligns with that of Pohl, A. (2020) who explores the strategies and interventions that promote cognitive engagement in students. The study highlights the importance of setting academic goals and working towards achieving them. It examines the impact of conscious self-regulation, engagement, and motivation on academic performance in schoolchildren. The study highlights the importance of goal-setting and working

towards achieving them (Yu. A., et.al 2022) this study aligns with the results suggesting that students are highly motivated and invested in academic engagement.

Table 5. Level of student academic engagement in terms of affective

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
I feel a sense of accomplishment when I succeed academically.	4.28	Strongly Agree	Highly Implemented
I enjoy the process of learning and acquiring new knowledge.	4.23	Strongly Agree	Highly Implemented
I am interested and engaged in my learning.	4.18	Agree	Moderately Implemented
I find joy in the pursuit of academic excellence.	4.06	Agree	Moderately Implemented
I feel positive about my academic progress.	4.05	Agree	Moderately Implemented
I am emotionally invested in my academic success.	4.00	Agree	Moderately Implemented
I am enthusiastic about exploring new topics and subjects.	3.93	Agree	Moderately Implemented
I am confident in my ability to overcome academic obstacles.	3.93	Agree	Moderately Implemented
I feel supported by my teachers and peers in my academic journey.	3.90	Agree	Moderately Implemented

I am resilient in the face of academic challenges.	3.83	Agree	Moderately Implemented
AVERAGE MEAN Legend:	4.04	Agree	Moderately Implemented
Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Strongly Agree (SA)	Highly Engaged
4	3.41-4.20	Agree (A)	Moderately Engaged
3	2.61-3.40	Neutral (N)	Partially Engaged
2	1.81-2.60	Disagree (D)	Minimally Engaged
1	1.00-1.80	Strongly Disagree (SD)	Not Engaged

The result suggests that students have a high level of affective engagement, as observed in the ratings for feeling a sense of accomplishment when succeeding academically. The indicator has a mean score of 4.28, it has the highest rating in terms of affective engagement. Resilience in the face of academic challenges earned a relatively lower mean score of 3.83, though it is still moderately positive. This implies that there may be opportunities to further strengthen students' affective engagement by enhancing the support systems and fostering a more nurturing and collaborative learning environment. The overall average mean of 4.04 for the level of academic engagement in terms of affective engagement indicates that this indicator was moderately implemented.

Student engagement—a range of behaviors that institutions can influence with teaching practices and programmatic interventions (Kuh, G. et.al, 2008). Engaged students tend to earn higher grades, perform better on tests, and drop out at lower rates, while lower levels of engagement place students at risk for negative outcomes such as lack of attendance, disruptive classroom behavior, and leaving school (McNarland, C., 2014). This study aligns with the result of the moderately implemented affective aspect in the academic engagement of students

Table 6. Level of student academic engagement in terms of social

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
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I believe that a supportive academic community enhances my learning experience	4.43	Strongly Agree	Highly Implemented
I actively participate in group projects and discussions	4.04	Agree	Moderately Implemented
I value the diversity of perspectives in my academic environment	4.04	Agree	Moderately Implemented
I seek out opportunities to help and support my peers academically	4.03	Agree	Moderately Implemented
I collaborate effectively with my classmates on academic tasks	3.98	Agree	Moderately Implemented
I enjoy working collaboratively with my peers on academic projects	3.98	Agree	Moderately Implemented
I feel a sense of belonging in my academic community	3.91	Agree	Moderately Implemented
I engage in extracurricular activities that promote social interaction	3.86	Agree	Moderately Implemented
I actively participate in school events and initiatives	3.83	Agree	Moderately Implemented
I feel comfortable expressing	3.55	Agree	Moderately Implemented

my opinions and ideas in class			
AVERAGE MEAN	3.96	Agree	Moderately Implemented

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Strongly Agree (SA)	Highly Engaged
4	3.41-4.20	Agree (A)	Moderately Engaged
3	2.61-3.40	Neutral (N)	Partially Engaged
2	1.81-2.60	Disagree (D)	Minimally Engaged
1	1.00-1.80	Strongly Disagree (SD)	Not Engaged

The result shows that students greatly value a supportive academic community, with a mean score of 4.43 and a "strongly agree" descriptive rating. This indicates that students appreciate the relevance of a supportive atmosphere in increasing their learning experiences and academic success. The indicators associated with expressing opinions and ideas in class had a lower mean score of 3.55 but moderately positive ratings. This shows that encouragement is needed to encourage student engagement in classroom discussions and establish an environment where students feel comfortable expressing their thoughts and ideas (Admin, 2024). The mean average social engagement was 3.55, with moderate implementation. The school should consider building a caring and inclusive academic environment that honors multiple ideas, encourages active engagement in group activities, and gives chances for peer cooperation. Creating a classroom climate that supports free discussion and idea-sharing can boost student involvement and lead to a more enriched academic experience. By addressing these areas, the institution may develop a social atmosphere that encourages cooperation, peer support, and active participation, ultimately boosting student academic engagement and overall performance.

SUMMARY TABLE OF SCHOOL POLICIES IMPLEMENTATION AND ACADEMIC ENGAGEMENT OF HIGH SCHOOL STUDENTS

Table 7. Summary table

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Clarity of Policies	3.89	Agree	Moderately Implemented
Support for Policy Compliance	3.86	Agree	Moderately Implemented
Impact on Student Engagement	3.96	Agree	Moderately Implemented
Cognitive	3.95	Agree	Moderately Implemented
Affective	4.04	Agree	Moderately Implemented
Social	3.96	Agree	Moderately Implemented

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Strongly Agree (SA)	Highly Engaged
4	3.41-4.20	Agree (A)	Moderately Engaged
3	2.61-3.40	Neutral (N)	Partially Engaged
2	1.81-2.60	Disagree (D)	Minimally Engaged
1	1.00-1.80	Strongly Disagree (SD)	Not Engaged

Table 8. Correlational Analysis

		School Policy Implementation	Academic Engagement
School Policy Implementation	Pearson Correlation	1	.640(**)
	Sig. (2-tailed)		.000
Academic Engagement	N	80	80
	Pearson Correlation	.640(**)	1
	Sig. (2-tailed)	.000	
	N	80	80

\*\* Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of 0.640 between the average mean of school policies and the average mean of academic engagement reveals a reasonably strong positive connection among high school students. A correlation coefficient of 0.640 indicates a strong positive linear association between school policies and academic engagement. The connection is statistically significant at the 0.01 level (2-tailed), suggesting that the observed relationship is implausible because of random chance. The

data are further substantiated, and the conclusion is reinforced, indicating a significant correlation between school policies and academic involvement.

According to the study of Erdoğan, M. Y. (2019), school engagement plays a partial mediating role in the relationship between attitude toward learning and academic achievement. This implies that school policies that promote positive attitudes toward learning can lead to increased school engagement and, in turn, higher academic achievement. The study of Mohammadi, M., et. Al. (2021) found that academic self-efficacy mediates the relationship between academic engagement and social adjustment, as well as between achievement goals and social adjustment. This poses that school policies that promote academic self-efficacy and engagement can lead to improved social adjustment and, in turn, higher academic achievement.

## DISCUSSIONS

The mean scores for each School Policy Implementation (SPI) item ranged from 3.5875 to 4.2375, indicating a generally beneficial view of policy implementation among the students. The overall average for SPI was 3.8994, which means that students, on average, consider the implementation of school policies to be positive. The deviations of most SPI questions were relatively low, it indicates that the responses were clustered closely around the mean. The mean score for each academic engagement (AE) item ranged from 3.4750 to 4.4250, indicating different levels of academic engagement among the students. The overall average for AE was 3.9813, showing moderate dedication to learning among students. The standard deviations for AE items were only moderate, indicating variation in the students' responses.

There was significant correlation between the average scores of school policy implementation and academic engagement ( $r = .640$ ,  $p < .001$ ). This correlation indicates that as students perceive better execution of school policies, their level of academic engagement tends to increase.

## CONCLUSIONS

Based on the findings, the students generally perceived the implementation of school policies positively, as indicated by the mean scores for SPI items and the overall SPI

average. The students demonstrated a moderate level of academic engagement, as indicated by the mean scores for AE items and the overall AE average. There was a relationship between school policy implementation and academic engagement, indicating that better implementation of school policies is associated with higher levels of academic engagement among high school students. The results indicate how effective implementation of school policies can contribute to improved student engagement in academics. It also highlights the importance of well-designed policies and constant execution to build a good learning environment. Further research and analysis may be required to understand the particular policies and the components that contribute to the observed association between policy execution and academic involvement.

## RECOMMENDATIONS

Given students' positive perception of school policy execution and its strong relationship with academic engagement, the following ways to improve student academic engagement are proposed:

May the school ensure that policies are communicated to students, staff, and parents? Clear and transparent policies may help students understand expectations, leading to better compliance and engagement in academic activities.

School administrators, educators, and stakeholders may find time to encourage student participation in the development of school policies. By including students in the policy-making process, administrators may improve their sense of ownership and commitment to implementing the policies, thus enhancing their academic engagement.

May the school consider providing professional development opportunities for teachers to effectively implement school policies that promote student participation? Training educators on how to integrate policies into their teaching practices contributes to a more supportive and active learning environment.

The administrators may look into implementing a system for monitoring the enforcement of school policies and analyzing their impact on student academic engagement.

The researchers may conduct further studies to investigate the policies and components most significantly impacting student academic engagement. This will provide insights for modifying existing policies and implementing new

ways to encourage student involvement in academics further.

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